

## English Progression of Skills – Writing

<b>STAGE DESCRIPTORS - Writing</b>	
<b>EYFS</b>	<p>Form lower – case and capital letters correctly.            Spell words by identifying the sounds and then writing the sound with letter/s.            Write short sentences with words with known sounds- letter correspondences using capital letter and full stop.            Re – read what they have written to check that it makes sense.            Write recognisable letters, most of which are correctly formed.            Spell words by identifying sounds in them and representing the sounds with a letter or letters.            Write simple phrases and sentences that can be read by others.</p>
<b>YEAR 1</b>	<p>1a. Orally compose a sentence            1b. Write simple sentences            1c. Sequence sentences to form short narrative            1e. Uses vocabulary which is appropriate to the subject matter            1f. Re-read work to check it makes sense e.g. notices missing words or sentences            1g. Re-read work to check for missing punctuation            1h. Include some detail in writing to add interest, for example an adjective or simple simile            2a. Begin to/Use full stops to end some sentences            2b. Begin to/Use capital letters at the start of some sentences            2c. Begin to use capital letters for names (proper nouns) and personal pronoun 'I'            2d. Begin to use exclamation marks and question marks            2e. Join words or clauses using 'and'            3a. Identify known phonemes in unfamiliar words            3b. Spell common exception words from English Appendix 1            3c. Use syllables to divide words when spellings            3d. Spell words containing each of the 40+ phonemes already taught.            3j. Add s or es to nouns to make plurals            3e. Use prefix un correctly            3h. Apply knowledge of other spelling patterns from English Appendix 1            3i. Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far.            3f. Add ed, ing, er and est to root words where no change is needed            4a. Sit correctly at the table, holding a pencil comfortably and correctly            4b. Form lower-case letters and digits in the correct direction, starting and finishing in the right place            4c. Form capital letters and digits 0-9            4e. Use spacing between words            4f. Understand which letters belong to which handwriting 'families' (letters formed in similar ways)            4g. Become secure with ascenders and descenders.</p>
<b>YEAR 2</b>	<p>1a. Sequence sentences to form short narratives/1b. Write about real events, recording these simply and clearly            1c. Write poetry            1d. Write narrative with a clear beginning, middle and end            1e. Use some appropriate story language            1f. Use simple organizational devices when writing for different purposes, drawing on reading to inform their vocabulary and grammar            1g. Write simple coherent narratives about personal experiences and those of others (real and fictional)</p>

	<p>1h. Evaluate their writing with the teacher and other pupils</p> <p>1i. Make simple additions, revisions and proof-reading corrections to their own writing</p> <p>1j. Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>2a. Use full stops (often) (mostly accurately)</p> <p>2b. Use capital letters (often) (most accurately)</p> <p>2c. Use questions and question marks</p> <p>2d Use statements and full stop</p> <p>2e. Use the present and past tenses mostly correctly and consistently</p> <p>2f Use some subordination (when, if, that, or because) to join clauses</p> <p>2g Use co-ordination (or, and, or but) to join clauses</p> <p>2h. Use commands</p> <p>2i. Use expanded noun phrases to describe and specify</p> <p>2j. Use exclamations and exclamation marks</p> <p>2k. Use commas for lists</p> <p>2l. Use apostrophes for contracted forms possession (singular)</p> <p>2m. Use adverbs to qualify verbs</p> <p>2n. Use pronouns to avoid repetition</p> <p>3a. Segment spoken words into phonemes and represent these by graphemes, spelling some/many correctly and making phonically-plausible attempts at others</p> <p>3b. Know new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling</p> <p>3c. Spell a few common homophones and near homophones</p> <p>3d. Spell some/many/most common exception words</p> <p>3e. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p>3f. Add suffixes to spell most words correctly, including –ment, –ness, –ful, –less, –ly</p> <p>4a. Form lower-case letters in the correct direction, starting and finishing in the correct place</p> <p>4b. Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>4c. Use spacing between words that reflects the size of the letters</p> <p>4d Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>4e. Use the diagonal and horizontal strokes needed to join some letters</p>
<p><b>YEAR 3</b></p>	<p>1a. Use simple, compound and complex sentences</p> <p>1b. Can write a short paragraph featuring accurately punctuated simple sentences.</p> <p>1c. Use a range of conjunctions (and, but, so, or, when, if, because, although)</p> <p>1d. Use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond</p> <p>1e. Use simple similes</p> <p>1f. Use verb tenses accurately and consistently across a range of text types</p> <p>1g. Use pronouns to avoid repetition e.g. he, they, our</p> <p>1h. Use adverbs to qualify verbs</p> <p>1i. Sometimes begin sentences with adverbs or adverbials</p> <p>2a. Use full stops mostly accurately to demarcate sentences</p> <p>2b. Use capital letters mostly accurately, including for proper nouns</p> <p>2c. Use question marks and exclamation marks mostly accurately</p> <p>2d. Use commas mostly accurately to separate items in a list</p> <p>2e. Use commas mostly accurately after fronted adverbials</p> <p>2f. Indicate possession by using the possessive apostrophe for singular nouns</p> <p>2g. Punctuate simple direct speech accurately using speech marks</p> <p>2h. Use an apostrophe for some omissions (contractions)</p> <p>3a. Use interesting and varied vocabulary to describe setting and characters</p> <p>3b. Can write narrative with a clear beginning, middle and end</p> <p>3c. Use speech for characters</p> <p>3d. Begin to use paragraphs for changes in time and place</p>

	<p>4a. Write a clear introduction.</p> <p>4c. Use simple organisational devices e.g. headings and subheadings</p> <p>4d. Paragraphs are organised around a key theme</p> <p>4e. Write a concluding statement or summary.</p> <p>5a. Check own writing against genre success criteria</p> <p>5b. Read peers' writing and suggest improvements</p> <p>5c. Propose changes to grammar</p> <p>5d Proof read to check for spelling errors using a dictionary</p> <p>5e. Proof read to check for missing punctuation</p> <p>6a. Spell Y1/2 CEWs</p> <p>6b. Spell at least 50% of the words from Year 3/4 word list</p> <p>6e. Use most Y3 spelling rules</p> <p>6c. Prefixes from English Appendix 1 are spelt and used correctly e.g. dis, re, super, anti, in, sub</p> <p>6d. Suffixes from English Appendix 1 are spelt and used accurately e.g. ly, ous, ion, ian</p> <p>6f. Use homophones mostly accurately</p> <p>7a. Clear differentiation between ascenders and descenders</p> <p>7b. Handwriting is neat and legible</p> <p>7c. Some attempt to join letters appropriately</p> <p>7d. Joins as default style</p>
<p><b>YEAR 4</b></p>	<p>1a. Use a variety of simple, compound and complex sentences throughout</p> <p>1b. Can choose nouns or pronouns appropriately to avoid repetition</p> <p>1c Subjects and verbs agree (was/were)</p> <p>1d. Extend sentences using a wider range of coordinating and subordinating conjunctions</p> <p>1e. Can use verb tenses consistently and accurately</p> <p>1f. Verbs are qualified by adverbs and adverbial phrases</p> <p>1g. Use adverbials in different positions in a sentence</p> <p>1h. Use preposition phrases to expand nouns</p> <p>2a. Use full stops and capital letters to demarcate sentences accurately</p> <p>2b. Use exclamation marks and question marks accurately</p> <p>2c. Consistently use capital letters for proper nouns</p> <p>2e. Use commas in a list</p> <p>2h. Use the apostrophe for omission mostly correctly</p> <p>2d. Use inverted commas mostly accurately</p> <p>2f. Use commas after fronted adverbials</p> <p>2g. Use commas for separating clauses, although not always accurately</p> <p>2i. Indicate possession by using the possessive apostrophe with plural nouns e.g. The pupils'</p> <p>3a. Begin to develop characterisation through describing how characters look, react.</p> <p>3b. Use separate paragraphs for changes in time and place</p> <p>3c. Write a clear story structure with build-up and climax</p> <p>3d. Use a varied and rich vocabulary to describe setting and characters talk or behave.</p> <p>4a. Write a clear introduction, followed by logical paragraphs, drawing to a defined conclusion</p> <p>4b. Use organisational devices confidently e.g. headings and subheadings, bullet points, introductory phrases</p> <p>4c. Include details to add interest, to persuade or to direct</p> <p>4d. Expresses an opinion by giving justification for their ideas</p> <p>5a. Propose changes to grammar</p> <p>5b. Proof read to check for spelling errors using a dictionary</p> <p>5c. Proof read to check for missing punctuation</p> <p>5d. Check own writing against genre success criteria and make improvements</p> <p>5e. Read peers' writing and suggest improvements</p> <p>6a. Spell 90% of the Year 3 &amp; 4 word list in writing</p> <p>6b. Use most Y4 spelling rules (RWI scheme)</p> <p>6c Use homophones mostly accurately</p>

	<p>6d. Prefixes from English Appendix 1 are used correctly e.g. il, ir, inter, auto, mis</p> <p>6e. Suffixes from English Appendix 1 are used correctly e.g. ly, ion</p> <p>7a. Clear differentiation between ascenders and descenders</p> <p>7b Uses the diagonal and horizontal strokes that are needed to join letters</p> <p>7c. Increasing the legibility, consistency and quality of their handwriting</p> <p>7d.Children use neat, legible joined style at all times</p>
<p><b>YEAR 5</b></p>	<p>1a. Sentences are grammatically accurate (e.g. verb/subject agreement, was/were, could have)</p> <p>1b. Maintain a consistent tense using an appropriate verb form including modal verbs-see spelling</p> <p>1c. Use a range of sentence types effectively (embedded clauses, fronted adverbials, short sentences)</p> <p>1d. Use a wide range of co-ordinating and subordinating conjunctions to develop and extend their ideas</p> <p>1e. Add detail and interest to sentences using techniques such as adverbial phrases, expanded noun phrases, preposition phrases etc.</p> <p>1f. Use pronouns and determiners so that writing is cohesive and flows</p> <p>2a. Use capital letters, full stops, question marks and exclamation marks accurately</p> <p>2b. Use commas for lists and after fronted adverbials</p> <p>2c. Use apostrophes for possession and contraction accurately</p> <p>2d. Use brackets, dashes or commas to indicate parenthesis</p> <p>2e. Use commas to separate clauses in sentences mostly accurately</p> <p>2f. Use inverted commas and punctuation accurately to mark speech</p> <p>3a. Plan a narrative structure to match the audience, context and purpose</p> <p>3b. Include appropriate imaginative detail to engage the reader from the outset</p> <p>3c. Story is organised into clear paragraphs and is cohesive and makes sense</p> <p>3d. Balance a range of description, dialogue and action to tell a story</p> <p>4a. Paragraphs start with relevant openings is used to bring clarity to the text</p> <p>4b. Structure non-narrative texts according to the context, purpose and audience</p> <p>4c. Begin to use formal language</p> <p>4d. Constructs texts with a compelling introduction, relevant points or information and a logical conclusion</p> <p>4e. Choose formats to help organise the text appropriately (subheadings, bullet points, diagrams, captions etc.)</p> <p>5a. Proof read to check for missing punctuation and grammar and spelling errors</p> <p>5b. Read peers' writing and suggest improvements</p> <p>5c. Edit and improve a text to ensure that it meets the success criteria</p> <p>5d. Improve vocabulary so the text has more impact.</p> <p>6a. Can spell most of the Y3/4 list</p> <p>6b. Spell common verb forms and homophones correctly</p> <p>6c. Use most Y5 spelling rules (RWI scheme)</p> <p>6d. Can spell most of Y5/6 list in all writing</p> <p>7a. Letters are consistently sized and orientated</p> <p>7b. Use a legible and consistent style of handwriting</p> <p>7c. Join handwriting with fluency</p>
<p><b>YEAR 6</b></p>	<p>1a. Use expanded noun phrases (including preposition phrases)</p> <p>1b. Use adverbs and adverbials of time, place, manner, degree or frequency</p> <p>1c Open sentences in a variety of ways (-ing, -ed, -ly etc.)</p> <p>1d. Use modal verbs to suggest degrees of possibility</p> <p>1e. Use passive voice</p> <p>1f. Use cohesion within sentences (conjunctions, determiners and pronouns) and across paragraphs (adverbials, ellipsis, openers)</p> <p>1g. Verb tenses are accurate</p> <p>1ih Use Standard English in formal writing*</p> <p>1i. Use expanded forms in formal writing*</p>

- 1j. Use subjunctive form in formal writing\*
- 1k. Use precise, technical vocabulary\*
- 1l. Use multi-clause sentences\*
- 1m. Use single words for effect\*
- 1n. Deliberately switch verb forms for effect\* (perfect, progressive, passive etc.)\*
- 1o. Use figurative language (similes, metaphors, alliteration etc.)\*
- 2a. Use capital letters and full stops accurately
- 2b. Use question marks and exclamation marks accurately
- 2c. Use commas to separate items in a list
- 2d. Use apostrophes for contractions
- 2e. Use apostrophes for possession
- 2f. Use commas for clarity to separate clauses / phrases
- 2g. Use inverted commas and other speech punctuation correctly
- 2h. Use colons
- 2i. Use semi-colons
- 2j. Use punctuation for parenthesis (brackets, dashes and commas)
- 2k. Use dashes to join clauses or phrases
- 2l. Use hyphens to link words
- 3a. Use paragraphs to group related sentences
- 3b. Describe settings and characters and atmosphere
- 3c. Use a range of synonyms to avoid repetition
- 3d. Use dialogue to convey character
- 3e. Use dialogue to advance action
- 3f. Use local dialects in informal speech\*
- 4a. Write a clear introduction, main body and conclusion
- 4b. Use logical paragraphs
- 4c. Use organisational devices e.g. headings, subheadings, bullet points, glossary etc.
- 5a. Propose changes to grammar and punctuation
- 5b. Proof read to check for spelling errors using a dictionary
- 5c. Check own writing against genre success criteria
- 6a. Spell words from Year 3/4 word list
- 6b. Spell (some) words from Year 5/6 word list
- 6c. Use taught prefixes and suffixes in writing
- 6d. Use most Y6 spelling rules (PiXL)
- 6e. Use homophones mostly accurately
- 7a. Handwriting is legible
- 7b. Handwriting is joined with increasing speed appropriate to task

\* statements denote greater depth requirements